

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oasis Academy Coulsdon
Number of pupils in school	935
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Catrin Green
Pupil premium lead	Catrin Green
Governor / Trustee lead	John Murphy CEO Louis Lee, Reginal Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,640
Recovery premium funding allocation this academic year	£41,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,580
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£334,290

Part A: Pupil premium strategy plan

Statement of intent

We are a proudly diverse school with a higher than national average intake of disadvantaged students. We have had very successful outcomes for students and despite disadvantaged students making better progress than national (progress 8 0.1 in 2019) we know we have a way to go to ensure equity of attainment. We want students of all background to attain highly, particularly in Ebacc subjects to enable them to move onto challenging options post 16.

We want to ensure that all students, regardless of economic background develop the character, competency, and sense of belonging in their community. In order to do this, we have assessed the key barriers that exist to this. Students on entry to the Academy are further behind national in maths than in English and our plan seeks to address this. Through their time at the Academy the gap in attendance of disadvantaged students increases and this is also a key factor.

As recommended by the Educational Endowment Fund, we will continue to focus on Quality First Teaching and ensuring that every student has access to a highly qualified and caring teacher who can support them to be their best. This will be supplemented by significant support for those that need it whether this be through quality mental health support or through maths tuition.

We will always focus on individual needs, based on assessment of each student's current place where they find themselves. We will focus on early intervention from Year 7 and ensure that all staff are involved in supporting those that need it the most.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Ensure disadvantaged students achieve attainment levels in line with their peers, in particular in Ebacc subjects</p> <p>In 2019 the attainment all students achieved a attainment 8 score of 49.27 but disadvantaged students only 40.51</p>
2	<p>To eradicate the gap in attendance between disadvantaged students and their peers</p>

	Prior to the pandemic this stood at 2.95% but rose in the 2020-2021 year to 6.01%
3	Engaging all students every lesson ensuring they are motivated to complete their best work, especially with extended writing and oracy Observations suggest that disadvantaged students are more likely to struggle to engage over more independent tasks
4	Ensuring all students have high aspirations and the competency to access appropriately challenging post-16 study Disadvantaged students are less likely to move onto Level 3 courses.
5	Ensuring all students have positive self esteem and mental health support. During the pandemic mental health referrals have increased and the proportion of those who are disadvantaged is high.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure that disadvantaged students attain in line with their peers	70% 9-4 in English and Maths 47% 9-5 in English and Maths Average attainment 8 score of 49 0.3 progress 8 score for disadvantaged students
All students have a superb teacher in every subject	Students achieve equally well in all of their best 8 qualifications Coaching data shows all staff are continuing to improve
Disadvantaged students attend in line with their peers	95.5% attendance for both non disadvantaged and disadvantaged students
Ensure all disadvantaged year 11 students have an appropriate and ambitious post-16 placement that reflects their achievement	100% of disadvantaged students to secure an appropriate post-16 placement. 80% uptake of Ebacc entry for disadvantaged students
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop instructional coaching across the academy	EEF Guide to Pupil Premium, 2019- 'Key Principal 3: Quality teaching helps every child.' Sam Sims, Steve Farndon et al. : Four reasons instructional coaching is currently the best-evidenced form of CPD- 'Where possible, schools should strongly consider using instructional coaching for professional development. Indeed, it would be hard to justify the use of alternative approaches in the face of the existing evidence.'	1,3
Further support staff to embed iPads across the academy and support independent learning	The Sutton Trust January 2021 Remote Learning: the Digital Divide- 'In the first week of the January 2021 lockdown, just 10% of teachers overall report that all their students have adequate access to a device for remote learning. While 17% report that more than 1 in 5 of their students don't have such access.'	1,3
Purchase of standardised diagnostic assessments. (CATS testing) Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group maths and English intervention for disadvantaged students (including the more able)	Evidence from using in house tutors in 2020-2021 showed students gained on average one grade higher than predicted at the beginning of Year 11.	1,3
Support / nurture classes in KS3 to support low attaining disadvantaged students	Progress and attainment gaps so intervention required earlier rise during secondary school (Sutton Trust)	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance by providing more admin, EWO and leadership hours to allow for proactive parental support with attendance	The gap between PP and non PP attendance rose by 3% over the pandemic	2
Remove barriers to learning for our most vulnerable students and families by working alongside GnG, P2Be and Jamie's Farm	Analysis of 2021 leavers demonstrates that barriers to engagement was a reason for underachievement of disadvantaged students	3,5,6

Total budgeted cost: £330,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, we are unable to comment on attainment scores however through the use of in house tutoring and individual support we successfully ensured all of our disadvantaged students has a post-16 place and that they had the competence in which to do this.

Whilst pupil premium attendance was lower than previous years, it was still higher than the attendance nationally for all students (89% vs 87.5%).

Ebacc entry increased by 3% to 70.9% for disadvantaged students (81% for all students).

Externally provided programmes

Programme	Provider
1:1 Mentoring	Gloves not Gunz
Mentoring	Jamie's Farm

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This is withheld due to the small number of students in receipt of service funding and the identification of them if this was published.
What was the impact of that spending on service pupil premium eligible pupils?	